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THE TRAINING, EXPERIENCE AND ACTIVITIES CARRIED  
ON BY CERTIFIED PRINCIPALS IN SOUTH DAKOTA  
HIGH SCHOOLS HAVING AN ENROLLMENT OF 25 TO 200

by

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B. S. Northern State Teachers College, 1950  
Aberdeen, South Dakota

Presented in partial fulfillment of the requirements for  
the degree of Master of Education

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1953

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## TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION . . . . .	1
Purpose of the study . . . . .	2
Limitations . . . . .	3
Definitions of terms used . . . . .	5
II. RELATED MATERIAL . . . . .	7
III. QUALIFICATIONS FOR CARRYING OUT DUTIES . . .	11
Teaching experience . . . . .	14
Years of principalship experience . . . .	15
Position held previous to present principal- ship . . . . .	18
IV. ADMINISTRATIVE DUTIES . . . . .	20
Organizational problems . . . . .	21
Activities with teachers and pupils . . .	23
Inspection of building, grounds, and sup- plies . . . . .	25
Keeping records . . . . .	27
Community relations . . . . .	28
V. SUPERVISION OF INSTRUCTION . . . . .	31
Suggestive methods of supervision . . . .	35
VI. TIME REQUIREMENT FOR TEACHING AND PRINCIPAL- SHIP DUTIES . . . . .	38
Number of classes taught . . . . .	39
Time spent on principalship duties . . . .	41

CHAPTER	PAGE
Extra curricular duties . . . . .	42
VII. CONCLUSIONS . . . . .	45
BIBLIOGRAPHY . . . . .	48
APPENDIX A. Questionnaire . . . . .	51
APPENDIX B. Letter of Introduction . . . . .	54
APPENDIX C. Follow-up Letter . . . . .	55

# LIST OF TABLES

TABLE	PAGE
I. Number and Percentage of Schools in each group . . . . .	11
II. Academic and Professional Training of Principals Studied . . . . .	14
III. Years of Teaching Experience of Principals Surveyed . . . . .	16
IV. The Percentage of the Total Number Having Principalship Experience in each Tenure Category . . . . .	17
V. Type of Position held Immediately before Entering into Present Principalship . . . . .	19
VI. The Number and Percentage of Principals Performing Various Administrative Functions .	22
VII. The Number and Percentage of Principals Carrying out Specific Pupil and Personnel Duties . . . . .	24
VIII. The Number and Percentage of Principals Performing Duties Relative to Inspection of Buildings, Grounds, and Handling of Supplies	26
IX. The Number and Percentage of Principals Responsible for the Keeping of Various School Records . . . . .	28

TABLE	PAGE
X. The Number and Percentage of Principals Handling Community Relationship Functions . . .	30
XI. The Number and Percentage of Principals Performing Supervisory Functions . . . . .	33
XII. The Number and Percentage of Principals Using Certain Techniques for Supervisory Purposes	36
XIII. The Number and Percentage of Classes Taught Per Day by the Principals Studied . . . . .	39
XIV. Periods Required to Carry out Principalship Duties Including Both the Number and the Percentage in Each Group Studied . . . . .	40
XV. Extra Duties Reported by Principals Including Both the Number and the Percentage in Each Group Studied . . . . .	43

## CHAPTER I

### INTRODUCTION

We do not have to turn to the world of fantasy to find Superman in action. When we look over the duties and responsibilities of the principal, we think the creator of Superman lacks imagination.<sup>1</sup>

The duties, qualifications, and responsibilities faced by the principals in the smaller high schools of South Dakota has never been adequately or formally studied. While the small high schools greatly outnumber the larger high schools, little has been done along the lines of clarifying or outlining the work of the principal in the smaller schools. The duties of principals in larger high schools are usually organized according to more definite procedures which are described in textbooks and surveys.

As a principal and teacher in a small high school of South Dakota this work is of great interest to the writer. Discussions with other principals in the field revealed that some principals were burdened with heavy responsibilities, which made it almost impossible to fulfill the position to the best of their abilities, while other principals were assigned no duties aside from their regular classes. In nearly all cases the number of classes taught was close to a

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<sup>1</sup>Theodore D. Rice, "The Principal," Bulletin of The National Association of Secondary School Principals, 34:28-36, December, 1950.



full time teaching load and left little time for duties commonly assigned to principals.

#### PURPOSE OF STUDY

This survey was made to determine the qualifications, experience, and duties performed by principals in accredited four-year high schools of South Dakota with enrollments of twenty-five to two hundred students. Each principal was asked to list his academic qualifications, his teaching, and principalship experience, and his principalship duties. A estimate of the relative amount of time spent in carrying out the principalship duties and teaching was obtained in order to compare the amount of time spent on each function.

This research should prove to be of practical value to all principals now in the field, to prospective principals, to superintendents, and to members of school boards. The survey presents a factual report of qualifications and experience, duties performed, time spent on principalship duties, and academic load of principals now in service. The survey might be of value to superintendents and school boards alike, in selecting, hiring, and apportioning the responsibilities of their principals. To the prospective principal the survey presents a definite idea of the duties he would necessarily have to prepare for.

The results of this survey will be reported under the following major headings.

- I. Qualifications for carrying out duties.
- II. Administrative Duties.
- III. Supervision of Instruction.
- IV. Time spent in carrying out teaching and principalship duties.

#### LIMITATIONS

Information for this survey was obtained from the use of a questionnaire carefully formulated by means of personal interviews with principals attending Montana State University during the summer of 1952. Twenty-four certified principals or former principals, representing the states of Idaho, Montana, South Dakota and North Dakota were asked to list the duties which they actually performed as part of their principalship duties while in their respective school. Each report was tabulated and the duties recorded on a master list; from this list the administrative and supervisor sections of the questionnaire were formulated. Also included were certain basic duties mentioned by Jacobson, Reavis and Logsdon<sup>2</sup> in their text on the duties of principals.

The survey will not attempt to explain why duties were performed or to draw any conclusions as to what duties principals should perform in schools of this size. The

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<sup>2</sup>Paul Jacobson, William Reavis, James Logsdon, Duties of School Principals (New York: Prentice-Hall Inc., 1941), Chaps. 1, 15, 20, 21.

survey was a study of the duties actually performed at the time.

In order to clarify the question asked as to whether duties were actually performed by the principal or delegated to some other party, the following criterion was used for all questions: If the responsibility for the performance of a function belonged to the principal, even though the performance was delegated to some other person, the principal was credited with it as one of his duties.

In determining to whom the questionnaire should be sent, the Educational Directory of South Dakota Schools<sup>3</sup> was used. A questionnaire was sent to each certified principal in high schools having enrollments of twenty-five to two hundred. Of the seventy-three questionnaires sent out, fifty-five were returned. A follow-up resulted in the return of seven more questionnaires. The data used in this study are therefore the result of information gathered from sixty-two questionnaires which represented 84.9 per cent of the number of principals in schools of this classification.

A study of this type can be no more accurate than responses to the questionnaire. Obvious errors or omissions have made some of the information unusable, and for that reason such information has not been included in the study.

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<sup>3</sup>Harold S. Freeman, Educational Directory of South Dakota Schools (Pierre, South Dakota: Department of Public Instruction, 1952), pp. 10-26.

However, errors which were not apparent may have been included in the study.

#### DEFINITIONS OF TERMS USED

Principal. The term principal as used in this study was interpreted as any person on the secondary school level listed in that capacity in the Educational Directory of South Dakota Schools.<sup>4</sup> The certificate requirements for a high school principal's administrative certificate in South Dakota are as follows:

An applicant for a high school principal administrative certificate must have earned 9 quarter hours of graduate credit in the fields of administration, supervision and guidance with not less than 3 quarter hours in any one of the three fields. He must hold a valid high school certificate and must have had one year of successful teaching experience in grades 9-12.<sup>5</sup>

High school or secondary school. The high school or secondary school is that part of the school system which follows the usual elementary school or junior high school and is composed of grades nine through twelve.

Prominent authorities. Prominent authorities are those authors who have recently written textbooks or articles concerning the qualifications or duties of principals.

Supervisory duties. Supervisory duties consist of

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<sup>4</sup>Harold S. Freeman, op. cit.

<sup>5</sup>Harold S. Freeman, Administrative Certification, (Certification Bulletin, Pierre, South Dakota: Department of Public Instruction, 1953), p. 2.

the overseeing, assisting and helping in the improvement of methods of instruction and curriculum content.

Administrative duties. Administrative duties are those duties which are concerned with the keeping of records, assigning of schedules, personnel, curriculum, inspection and other clerical work.

## CHAPTER II

### RELATED MATERIAL

Prominent authorities have made several surveys of duties, qualifications and other pertinent information concerning principals, but in most cases they have been studies of city school systems in which the problems faced are quite different from those faced by the principal in a small secondary school with an enrollment of two-hundred or less.

In his professional paper, Some Basic Problems of a Beginning Principal Mamman<sup>1</sup> writes about the problems faced by a beginning principal and relates the methods he used to meet these problems to those recommended by prominent authorities. However, his work was on the elementary level and is a report of only his experiences, consequently his work will be of little value in this study.

Stephan Rommine<sup>2</sup> in 1950 made a very comprehensive report on duties performed by 230 principals. Rommine's study includes the amount of time spent on each function as reported by the principals. Included in his survey was the

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<sup>1</sup>Donald J. Mamman, "Some Basic Problems of a Beginning Principal," (unpublished Professional paper, Montana State University, Missoula, 1950). pp. 85.

<sup>2</sup>Stephan Rommine, "The High School Principal Rates His Duties," Bulletin of The National Association of Secondary School Principals, 34:13-18, May, 1950. pp. 14-17.

area of administrative duties of increasing importance, and the "Seven Areas of Duties of Greatest Concern to Administration."<sup>3</sup> This survey included both secondary and elementary school principals, and gives a complete picture of many problems faced by the principal in his work, along with the amount of time spent on each function of his office. However, the problems used are again those of the large city system, subsequently the material is of small value in this study.

In 1946 R. L. Blume<sup>4</sup> compiled a study of the duties and responsibilities of high school principals and assistant principals in the St. Paul, Minnesota schools. The report divides the principal's duties into four areas, and makes recommendations to which duties should be delegated to the assistant principal. The areas considered most important by the St. Paul principals were:

- (1) "The Program."
- (2) "General Administration."
- (3) "The Staff."
- (4) "The Pupil."

The four major areas were sub-divided into minor areas, with the problems of the program considered as the most important.

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<sup>3</sup>Ibid. p. 15.

<sup>4</sup>F. L. Blume, et al., "Duties and Responsibilities of High School Principals and Assistant Principals," Bulletin of The National Association of Secondary School Principals, 34:94-5, April 1950. pp. 9-12.

The Principal At Work by George C. Kyte<sup>5</sup> contains a wealth of information for principals working at the elementary school level which in many cases can be applied to the secondary level. The material was obtained from the authors' personal experiences, work as an educational consultant, graduate studies while a Professor at the Universities of Michigan, and California, and from extensive review of published and unpublished literature and research.

Perhaps the text book which applies most directly to this study is Jacobson, Reavis, and Logsdon's<sup>6</sup> Duties of School Principals. In compiling the information embodied in the text, over 1000 citations of studies, investigations, and works on administrative topics have been used in support of the generalizations made in the book. The book deals with the principalship on both the secondary and elementary levels, and was used extensively in preparing the questionnaire used in this study. Typical of the regard held for the principalship is the following: "The success of the school program depends more upon the principal than upon any other person."

Several other studies of the qualifications, duties, and experience of principals have been made, but for the

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<sup>5</sup>George C. Kyte, The Principal At Work (New York: Ginn and Company, 1941), 496 pp.

<sup>6</sup>Paul Jacobson, William Reavis, and James Logsdon, Duties of School Principals (New York: Prentice-Hall Inc., 1941), 791 pp.



most part they dealt with specific functions or were concerned with systems so large that they were not applicable to this study.

### CHAPTER III

#### QUALIFICATIONS FOR CARRYING OUT DUTIES

The schools included in this study were divided into two groups to give a more accurate and complete picture of the duties performed in comparison with the size of the school. Group A includes schools with enrollments of 100 to 200, and Group B represents schools having an enrollment of 25 to 100. Group A has twenty-six schools or 41.9 per cent of the schools in the survey, while group B contains thirty-six schools or 58 per cent of the schools in the survey. This arrangement of schools according to the size of their enrollment is shown in Table I and was used throughout the study.

TABLE I  
NUMBER AND PERCENTAGE OF SCHOOLS IN EACH GROUP

Group	Enrollment	Number of Schools	Per Cent
A	25-100	26	41.9
B	100-200	<u>36</u>	<u>58.0</u>
Total		62	99.9

Group B contains 10 or 16.1 per cent more schools than group A. However, the twenty-six A schools have an

enrollment of 3,656 pupils or an average of 140.6 student per school, while the schools in group B have an enrollment of 2,409 pupils for an average of 66.9 students per school.

In making a study of the principals' duties in small high schools the training and experience of the principals was considered very important. In few other fields is the diversity of duties and complexity of problems more extensive than those of operating a high school in an efficient manner. Relative to the problem, Briggs states:

The number of duties actually performed by, or expected of secondary school principals is so large that a mere inspection of the list fills the prospective principal with dismay.<sup>1</sup>

The principal in the small high school in a majority of cases must teach a full load of classes, as well as carry out the principalship duties assigned to him; therefore the principals background of training and experience are of major importance.

In past years the requirements for a principalship were very limited. Although rules and regulations concerning the certification of secondary school principals dates back to 1915, the majority of certificates issued to secondary school principals have become effective since 1937.<sup>2</sup>

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<sup>1</sup>Thomas H. Briggs, Improving Instruction (New York: The MacMillan Company, 1948), p. 95.

<sup>2</sup>Harold S. Freeman, Administrative Certification, (Certification Bulletin, Pierre, South Dakota: Department of Public Instruction, 1953), p. 2.

The South Dakota requirements for a high school principal's administrative certificate are limited to one year of teaching experience and nine quarter hours of graduate work, which must be equally divided among guidance, supervision, and administration.<sup>3</sup>

Table II, page 14, shows the academic and professional training of the sixty-two principals included in this study. As shown on the data in Table II, all principals participating had at least a bachelor's degree. Ten principals in group A and five principals in group B held the master's degree; combining the two groups, fifteen, or 24.2 per cent of the principals questioned hold master's degree's while only eight, three in group A and five in group B, comprising 12.9 per cent of the group, have no additional training above the Bachelor's degree. The remaining thirty-nine, or 62.9 per cent, have made some advanced preparation. In individual hours of graduate level work, group A reported no principals with ten or less hours, while group B reported four or 11.1 per cent had only the bare requirements for a principal's certificate. Reflecting the two-to-one edge in master's degree's, group A reported nine, or 34.6 per cent of the group, with forty-one or more graduate hours, while group B reported seven, or 19.4 per cent of the group, with

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<sup>3</sup>Arvid J. Burke, "Professional Courses for High School Principals," Educational Administration and Supervision, 20:506-512, October, 1934.

TABLE II

ACADEMIC AND PROFESSIONAL TRAINING OF PRINCIPALS STUDIED

Degree	Number in Group A	Per cent of Group A	Number in Group B	Per cent of Group B
Bachelor's Degree	26	100.0	36	100.0
Master's Degree	10	38.5	5	13.9
Quarter Hours Toward Masters Degree				
None	3	11.5	5	13.9
1-10	0	00.0	4	11.1
11-20	3	11.5	8	22.2
21-30	4	15.4	6	16.6
31-40	7	26.9	6	16.6
41 or more	<u>9</u>	<u>34.6</u>	<u>7</u>	<u>19.4</u>
Totals	26	99.9	36	99.8

forty-one or more quarter hours of graduate credit. The average number of hours of additional training also favored the larger schools. The average of group A was 30.4 quarter hours, while the average of those in group B was 27.0 quarter hours; these averages do not include the hours of principals who had masters' degrees.

TEACHING EXPERIENCE

In making a study of the qualifications possessed by

principals, experience should be considered as well as training. Wouth Dakota requires one year of teaching experience.<sup>4</sup> Most states require more then this, the average being around three years, according to Jacobson, Reavis, and Logsdon.<sup>5</sup> Table III, page 16, shows the total years of teaching experience of the principals reporting.

The average number of years taught by the principals in group A was 12.7 years while the average years taught in group B was 13.3 years. The greatest number of years of teaching experience reported in group A was thirty-three while the highest number of years of teaching experience in group B was forty-seven. Group A reported only seven members or 26.9 per cent of the group with less than seven years of teaching experience. Group B had fifteen members representing 42.9 per cent of the group with less than seven years of teaching experience. It is interesting to note that group B has slightly more teaching experience than group A.

#### YEARS OF PRINCIPALSHIP EXPERIENCE

Table IV, page 17, compares the years of principalship experience reported by group studied. The greater difference in the two groups appears on the one to two year

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<sup>4</sup>Freeman, loc. cit., p. 2.

<sup>5</sup>Paul Jacobson, William Reavis, Duties of School Principals, (New York: Prentice-Hall Inc., 1941), p. 774.

TABLE III  
YEARS OF TEACHING EXPERIENCE OF PRINCIPAL SURVEYED

Years	Number in Group A	Per cent of Group A	Number in Group B	Per cent of Group B
1- 3	3	11.5	7	20.0
4- 6	4	15.4	8	22.9
7- 9	6	23.1	4	11.4
10-12	0	00.0	1	02.9
13-15	3	11.5	1	02.9
16-18	5	19.2	5	14.3
19-21	1	03.8	0	00.0
22-24	1	03.8	2	05.7
25-27	1	03.8	3	08.6
28-31	1	03.8	1	02.9
32 or More	<u>1</u>	<u>03.8</u>	<u>3</u>	<u>08.6</u>
Totals	26	100.1	35	100.2

TABLE IV  
THE PERCENTAGE OF THE TOTAL NUMBER HAVING  
PRINCIPALSHIP EXPERIENCE IN EACH TENURE CATEGORY

Years	Number in Group A	Per cent of Group A	Number in Group B	Per cent of Group B
1- 2	7	26.9	16	45.7
3- 4	7	26.9	6	17.1
5- 6	3	11.5	3	08.6
7- 8	3	11.5	3	08.6
9-10	1	03.8	1	02.9
11-12	1	03.8	2	05.7
13-14	0	00.0	0	00.0
15-16	1	03.8	2	05.7
17-18	1	03.8	0	00.0
19-20	0	00.0	0	00.0
20 or more	<u>2</u>	<u>07.7</u>	<u>2</u>	<u>05.7</u>
Total	26	99.7	35	100.0



level. Seven or 26.9 per cent of group A appear in the one to two year group, while sixteen or 45.7 per cent of group B are found on this level. The larger schools show an average of 7.2 years of principalship experience, as compared to 5.6 years for the smaller group. The range of group A was from one to thirty years, with 53.8 per cent having four years or less experience. For group B the range was from one to thirty-five years with 62.8 having four years or less. Both groups have two principals with twenty or more years of experience in the principalship.

#### POSITION HELD PREVIOUS TO PRESENT PRINCIPALSHIP

Each principal surveyed was asked to list the type of position held previous to his present principalship, Table V, page 18, presents the replies as tabulated. The position of teacher was listed most frequently in both groups, no method, short of a separate letter to each, was found to distinguish in which field the teaching had been done, consequently the position of classroom teacher appears in the table. Among the principals listing specifically their previous field, coaching was cited in six cases in both groups. Interestingly, in group B, three persons had previously been principals, and four persons had previously been superintendents, as compared with group A which did not have any persons in these categories.

TABLE V  
TYPE OF POSITION HELD IMMEDIATELY BEFORE  
ENTERING INTO PRESENT PRINCIPALSHIP

Position	Number in Group A	Per cent of Group A	Number in Group B	Per cent of Group B
Teacher	10	38.5	16	47.0
Coach	6	23.1	6	17.6
Principal	0	00.0	3	08.8
Superintendent	0	00.0	4	11.8
Commerical	2	07.7	0	00.0
English	1	03.8	1	02.9
Math	1	03.8	0	00.0
Science	2	07.7	0	00.0
Band	2	07.7	0	00.0
History	1	03.8	0	00.0
Agriculture	0	00.0	1	02.9
None of above	<u>1</u>	<u>03.8</u>	<u>3</u>	<u>08.8</u>
Total	26	99.9	34	99.8

## CHAPTER IV

### ADMINISTRATIVE DUTIES

Most principals will readily talk about the duties they perform in the small schools which were included in this survey. When asked whether some of these duties might not be left to the superintendent or delegated to an assistant, a variety of replies were received. This confusion of responsibility for specific functions is apparently not peculiar to South Dakota principals only; H. L. Pehrson states:

Education is not wanting in the knowledge of how to do the job. But, on the question of who is to do the job, we are not standing on firm ground. Take any treatise on secondary education, and you will not find clarity on just what personnel are to be responsible for leadership in certain functions.<sup>1</sup>

The administrative duties shall be presented first, as it is with duties falling into this category that the average principal spent the greater share of his time.<sup>2</sup> Administrative duties include all functions which are necessary or essential to the efficient management of the school

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<sup>1</sup>H. L. Pehrson, "Principals Discuss Their Problems With Their Superintendents," Bulletin of National Association of Secondary School Principals, 34:82-91, April, 1950. p. 83.

<sup>2</sup>Paul Jacobson, William Reavis, and James Logsdon, Duties of School Principals (New York: Prentice-Hall Inc., 1951), p. 12.

building, school records, public relations, discipline, and personnel.

The administrative duties treated in this study will be reported under the following headings.

- I. Organizational problems.
- II. Activities with teachers and pupils.
- III. Inspection of building, grounds, and supplies.
- IV. Community relations.
- V. Keeping records.

#### ORGANIZATIONAL PROBLEMS

The organization of various school functions is one of the most important and time-consuming duties required of a principal. The duties included under this heading require special attention if the school is to function properly. Table VI, page 22, shows that although each of the duties listed is performed by at least two principals, only one is performed by a large percentage of principals in both groups. This duty consists of making up the high school grade cards. In the larger schools, twenty-five or 96.2 per cent of the principals performed this duty, while thirty, or 83.3 per cent, of those in the smaller schools reported it as one of their duties.

In group A, 92.3 per cent of the principals make up the daily schedule of classes; 72.2 per cent of group B perform this function. Question number four shows that only

TABLE VI

THE NUMBER AND PERCENTAGE OF PRINCIPALS  
PERFORMING VARIOUS ADMINISTRATIVE FUNCTIONS

Duty	Number in Group A	Per cent of Group A	Number in Group B	Per cent of Group B
1. Making the daily schedule of classes	24	92.3	26	72.2
2. Scheduling assembly programs	12	46.2	9	25.0
3. Scheduling fire drills	13	50.0	7	19.4
4. Supervising publication of school paper	2	07.7	12	33.3
5. Scheduling use of special equipment	14	53.8	8	22.2
6. Collect and make up report cards	25	96.2	30	83.3
7. Make up eligibility lists	19	73.1	23	63.9
8. Selecting officials for athletic contests	5	19.2	9	25.0
9. Schedule ticket takers and sellers for school events	15	57.7	12	33.3
10. Arrange school social events	20	76.9	16	44.4
11. Selection and arrang- ing of subject and teaching schedule	<u>17</u>	<u>65.4</u>	<u>18</u>	<u>50.0</u>
Total number reporting	26	100.0	36	100.0

7.7 per cent of the principals in group A supervise the school paper as compared to 33.3 per cent in group B. Selection of officials for athletic contests is reported as a duty by only 25. per cent of group B, while of the principals in group A report only 19.2 per cent perform this duty. The greatest margin of difference between the two groups appears in question number ten concerning the arranging of school social events, where 32.5 percentage points separate the two groups. The remainder of the duties were performed by 19.4 to 73.1 per cent of the principals in both groups. From the data shown in Table VI, page 22, it is apparent that many of the duties connected with school organizations are carried out by some authority other than the principal, probably the superintendent of the school.

#### ACTIVITIES WITH TEACHERS AND PUPILS

Although planning the organization is important, duties concerning teachers and pupils remain among the most vital with which the principal is concerned. Many of these are related to the supervision of instruction and will be treated under that heading in a following phase of the study. Table VII, page 24, lists some of the more important activities which are classified as administrative.

Data in Table VII, page 24, clearly bring out the fact that the principal in the larger school was responsible for a great many more disciplinary duties than the principal

TABLE VII

THE NUMBER AND PERCENTAGE OF PRINCIPALS  
CARRYING OUT SPECIFIC PUPIL AND PERSONNEL DUTIES

Duty	Number in Group A	Per Cent of Group A	Number in Group B	Per cent of Group B
1. Supervise the following:				
Playground	1	03.8	4	11.1
Halls	20	76.9	16	44.4
Lunchroom	8	30.8	6	16.7
Home Room	8	30.8	12	33.3
2. Assign high school teachers to the following:				
Playground	0	00.0	0	00.0
Halls	13	50.0	5	13.9
Lunchroom	4	15.4	3	08.3
3. Promote interest in professional growth among faculty	11	42.3	10	27.8
4. Promote faculty, social or recreational groups	9	34.4	12	33.3
5. Are you consulted in the selection of teachers	11	42.3	12	33.3
6. Provide community and school background information to new teachers	21	80.8	19	52.8
7. Have charge of all disciplinary problems	13	50.0	7	19.4
8. Make most disciplinary decisions	21	80.8	24	66.6
9. A system of discipline rules used by the school	20	76.9	17	47.2
10. Adjust pupil and parent complaints	21	80.8	15	41.7
11. Suggest methods to teachers on improving discipline	23	88.5	17	47.2
12. Is discipline a major problem	7	26.9	4	11.1
Total number reporting	<u>26</u>	<u>100.0</u>	<u>36</u>	<u>100.0</u>

in the smaller school. In all questions asked concerning discipline the percentage of principals performing the duties in group A was higher than group B. In question number five, 50 per cent of group A stated they have charge of all disciplinary problems, this is over twice as high as the 19.4 per cent reported in group B. Only in questions eight, and twelve are the two groups within twenty-nine percentage points of each other. In question eight, reading, "Do you make most disciplinary decisions?," group A has a percentage of 80.8, while group B's percentage is 66.6. Neither group reported major disciplinary problems, question twelve shows that only 26.9 per cent of group A, and 11.1 per cent of group B, consider discipline as one of their major problems. The only instance in which group B exceeds group A in Table VII, page 24, is in question one. Group B reports 33.3 per cent of the principals supervise a home room, compared to 30.8 per cent in group A. The percentage of principals, of both groups, who perform the duties asked in questions one through five, does not show a wide range of variance.

#### INSPECTION OF BUILDING, GROUNDS, AND SUPPLIES

The evidence shown in Table VIII, page 26, seems to indicate that a majority of principals did not perform duties concerned with the building or grounds. Neither group reported as many as thirty percent performing any of the duties listed. Group A, with one exception, has a greater number of



principals performing the duties asked about. Question number two, "Do you have charge of the school grounds?" was answered negatively by all twenty six principals in group A, and positively by only four, or 11.1 per cent, of group B. Group A has two principals, or 07.7 per cent, who keep a perpetual inventory of supplies, while all thirty six

TABLE VIII

THE NUMBER AND PERCENTAGE OF PRINCIPALS  
PERFORMING DUTIES RELATIVE TO INSPECTION OF  
BUILDING, GROUNDS, AND HANDLING OF SUPPLIES

Duty	Number in Group A	Per cent of Group A	Number in Group B	Per cent of Group B
1. Inspect the school building	7	26.9	2	05.6
2. Have charge of the school grounds	0	00.0	4	11.1
3. Order instructional supplies for the building	4	15.4	1	02.8
4. Keep a perpetual inventory of supplies on hand	2	07.7	0	00.0
5. Store and care for the supplies	5	19.2	4	11.1
6. Distribute the supplies to teachers	7	26.9	2	05.6
7. Are you consulted in selection of the janitor	<u>1</u>	<u>03.8</u>	<u>0</u>	<u>00.0</u>
Total Number Reporting	26	100.0	36	100.0

principals in group B indicated they did not keep a perpetual inventory. Few principals have duties connected with storing and caring for supplies, or with ordering, or distributing supplies. In the case of consultation in the selection of a janitor, only one or 3.8 per cent of group A, and none in group B, indicated that they were consulted.

#### KEEPING OF RECORDS

One of the most time-consuming administrative duties performed in the high school is the keeping of records. In larger schools these duties are delegated to a large extent to clerical assistants, thus leaving the principal free for more important duties. In the small high schools without clerical assistants, the keeping of records often falls to the principal. The data in Table IX, page 28, shows the records kept by the principals studied.

Every principal studied reported the keeping of at least one of the records questioned about. Twenty five, or 96.2 per cent of group A, and thirty, or 83.3 per cent, of group B kept attendance records. Grade records were kept by 80.8 per cent of group A, and 61.1 per cent of group B. Promotion, and athletic records were maintained by over fifty per cent of group A principals and by approximately thirty per cent of the principals in group B. Financial records were kept by only six, or 23.3 per cent of the principals in group A, and by just two, representing 05.6 per cent, in

TABLE IX

THE NUMBER AND PERCENTAGE OF PRINCIPALS RESPONSIBLE  
FOR THE KEEPING OF VARIOUS SCHOOL RECORDS

Duties	Number in Group A	Per cent of Group A	Number in Group B	Per cent of Group B
1. Do you keep any of the following records				
a. Attendance	25	96.2	30	83.3
b. Grades	21	80.8	22	61.1
c. Promotion	14	53.8	10	27.8
d. Athletics	13	50.0	12	33.3
f. Financial	6	23.1	2	06.6
2. Preparing transcripts	23	88.5	20	55.5
3. Permanent records	<u>21</u>	<u>80.8</u>	<u>23</u>	<u>63.9</u>
Total number reporting	26	100.0	36	100.0

group B. Keeping the permanent records was listed as a duty by twenty one, or 80.8 per cent, of group A, and by twenty three, or 63.9 per cent of group B.

Aside from the financial records of the school, it is evident from the number of principals keeping records of various types that these are some of the most commonly accepted duties performed by the small high school principal.

COMMUNITY RELATIONS

Community relations of the school have recently assumed a much more important position than formerly. The schools which have enlightened the public regarding the merits

of new educational developments seldom have difficulty when advancing new policies. The following quotation from Jacobson and Reavis supports this point of view:

The interpretation of the school to the public should not be deferred until a crisis occurs. In fact, there is considerable evidence to show that those school systems which have had continual programs of interpretation to the public have fared better than those which have resorted to publicity campaigns when crises, such as threatened reductions in revenues or the necessity for expanding the physical plant, have occurred. Some school systems have resorted to "whirlwind" or high pressure campaign when new building were needed and have said nothing about the schools between times.<sup>3</sup>

Table X, page 30, shows the number of principals performing duties connected with community relations. Six, or 23.1 per cent, of group A had charge of school publicity, in contrast to twelve, or 33.3 per cent, of group B. Cooperation with the P. T. A. received the highest total in both groups, 50. per cent of the principals in group A, and 69.4 per cent in group B, considered this one of their duties. The keeping of definite office hours was reported by twenty, or 76.9 per cent, of group A, compared with only ten, or 27.8 per cent, of the principals in group B. This fact would seem to indicate that the principals in group A had more time than the principals in group B. The number of principals with a system for welcoming visitors is small in both groups. Only six or 23.1 per cent, of the larger schools, and five, or 13.9 per cent of the smaller schools

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<sup>3</sup>Jacobson, Reavis, and Logsdon, op. cit., p. 697.

considered this a duty or responsibility.

TABLE X

THE NUMBER AND PERCENTAGE OF PRINCIPALS  
HANDLING COMMUNITY RELATIONSHIP FUNCTIONS

Duty	Number in Group A	Per cent of Group A	Number in Group B	Per cent of Group B
1. Have charge of school publicity	6	23.1	12	33.3
2. Make school announcements	16	61.5	16	44.4
3. Meet various com- munity groups to give talks and addresses	12	46.2	13	36.1
4. Have a system for welcoming visitors	6	23.1	5	13.9
5. Co-operate with P. T. A. in pro- moting activities	13	50.0	25	69.4
6. Keep definite office hours	<u>20</u>	<u>76.9</u>	<u>10</u>	<u>27.8</u>
Total number Reporting	26	100.0	36	100.0

## CHAPTER V

### SUPERVISION OF INSTRUCTION

Instructional supervision by the principal is receiving increased emphasis in the modern school of today. Jacobson states: "The principal is now held responsible for the improvement of instruction, as well as management, in the local school."<sup>1</sup> An efficient supervisory program can do much to improve the teaching within the school. This results in increased learning by the student, which is the primary objective of school work.

Briggs thinks of supervision in these terms:

Supervision cannot properly be defined in terms of the techniques it uses; rather it must be defined in terms of the purpose for which it is used, purposes that give significance to the means. In general, supervision means to coordinate, stimulate, and direct the growth of every individual pupil through the exercise of his talents toward the richer and most intelligent participation in the civilization in which he lives.<sup>2</sup>

Wiles, in his book Supervision for Better Schools, states:

The improvement of the learning situation for children cannot be provided by centering supervisory attention upon teaching technique. The teaching is

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<sup>1</sup>Paul Jacobson, and William Reavis, Duties of School Principals (New York: Prentice-Hall Inc., 1941), p. 736.

<sup>2</sup>Thomas H. Briggs, Improving Instruction (New York: The MacMillan Company, 1948), p. 2.

the product of the teacher's total experiences. To improve instruction, supervision must provide: leadership that develops a unified school program and enriches the environment for all teachers; the type of emotional atmosphere in which all are accepted and feel they belong; opportunities to think and work together effectively as a faculty group; personnel procedures that give the teacher confidence in the school system; and program change based on honest evaluation.<sup>3</sup>

Undoubtedly the principal who conducts an efficient program of supervision in the school is unusual and at this date represents an advanced stage in the development of his position. High personal qualifications, professional training, constant study of new techniques of supervision are requirements for this type of principal. The extent to which the principals carry on supervisory duties in the small high schools of South Dakota is shown by the following tables. Table XI, page 33, deals with supervisory duties in a broad sense, while Table XII, page 36, concerns methods or procedures which can be used to improve the supervisory program.

It is evident from Table XI, page 33, that duties relative to supervision of instruction are performed by few principals, especially those in the smaller group. Again it is clearly shown that the principals in large schools perform a great many more of these duties than do principals in the smaller high schools, however, the percentages in the larger group are very low. In seven of the ten duties listed, the percentage of group A is nearly double that of group B. Only

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<sup>3</sup>Kimball Wiles, Supervision for Better Schools (New York: Prentice-Hall Inc., 1950), p. 10.

TABLE XI

THE NUMBER AND PERCENTAGE OF PRINCIPALS  
PERFORMING SUPERVISORY FUNCTIONS

Duty	Number in Group A	Per cent of Group A	Number in Group B	Per cent of Group B
1. Observe classes	8	30.8	2	05.6
2. Hold conferences with teacher after observing classes	7	26.9	2	05.6
3. Arranges teacher intra-school visitation	0	00.0	0	00.0
4. Hold and plan regu- lar teacher meet- ings	3	11.5	4	11.1
5. Demonstrate teach- ing methods	1	03.8	0	00.0
6. Supervise a guidance program	13	50.0	11	30.6
7. Assist teachers in finding education- al material for classroom use	15	57.7	12	33.3
8. Supervise the visual aid program	8	30.8	9	25.0
9. Requires the prepa- tion of lesson plans	16	61.5	5	13.9
10. Schedule use of building facul- ties	<u>8</u>	<u>30.8</u>	<u>3</u>	<u>08.3</u>
Total number reporting	26	100.0	38	100.0



one question asked concerning supervisory duties was performed by over 25 per cent of the principals in group B.

Question number seven in Table XI, page 33, shows that the supervisory duty most often performed by the principals in both groups was the task of assisting teachers in finding educational materials for classroom use. Fifteen, or 57.7 per cent of the principals in group A perform this duty, as compared to twelve or 33.3 per cent of the principals in group B. The supervision of the guidance program was reported as a duty by 50 per cent of group A, and by 30.7 per cent of the principals in group B. Sixteen or 61.5 per cent of the principals in group A required lesson plans, while only five, or 13.9 per cent of the principals of group B required lesson plans. Not a single principal in either group reported arranging for intra-school classroom visitation, and only one principal in group A, and none in group B reported giving demonstrative teaching lessons. The number of principals in small schools who plan and conduct regular teachers meetings, observe classes, or hold conferences with teachers after observing classes was surprisingly small. Only eight, or 22.2 per cent, of the principals in group B performed the three duties mentioned above. These same three duties were performed by a total of eighteen principals in group A. Three, or 11.5 per cent, plan and conduct teachers meetings; eight, or 30.8 per cent, observe classes, and seven, or 26.9 per cent, hold conferences with the teacher after class visitations.

## METHODS OF SUPERVISION

Table XII page 36, is a list of suggested ways of implementing the supervisory program. The suggestions listed are not time-consuming, and can be efficiently carried out in the friendly atmosphere of every day conversations between principal and teacher; they are a means of promoting good will as well as being an effective means toward improving the learning situation of each school. Supervision carried out in this manner might help avoid the "snoopervision" idea prevalent among teachers.

All of the suggestions listed in Table XII, page 36, were used by more than 25 per cent of the principals in group A, while only the suggestion of methods of improving study techniques is used by more than 25 per cent of principals in group B. Question one has the lowest percentage in both groups. Seven, or 26.9 per cent of the principals in group A, and six, or 16.7 per cent of those in group B referred teachers to specific educational articles. Over 70 per cent of the principals in group A consider suggestions on how to motivate pupils, and methods to improve study habits, as a worthwhile supervisory practice. In group B only nine, or 25 per cent used motivative suggestions, and fourteen, or 38.8 per cent, suggested methods of improving study techniques. Thirteen, or 50 per cent of the principals in group A encouraged their teachers to experiment with new teaching methods, as compared to eight, or 22.2 per cent of

TABLE XII  
THE NUMBER AND PERCENTAGE OF PRINCIPALS USING  
CERTAIN TECHNIQUES FOR SUPERVISORY PURPOSES

Duty	Number in Group A	Per cent of Group A	Number in Group B	Per cent of Group B
1. Suggest educational articles for teachers to read	7	26.9	6	16.7
2. Suggest methods of motivating students	19	73.1	9	25.0
3. Suggest methods of improving study techniques	21	80.8	14	38.9
4. Encourage experimenting with new teaching methods	13	50.0	8	22.2
5. Make suggestions on methods of improving assignments	12	46.2	6	16.7
6. Provide current educational magazines and periodical for teachers use.	<u>10</u>	<u>38.5</u>	<u>8</u>	<u>22.2</u>
Total number reporting	26	100.0	36	100.0

the principals in group B. Significantly, educational magazines and periodicals were provided for teachers use by 38.5 per cent of principals in group A, and by 22.2 per cent of group B. The evidence in Table XII, page 36, would seem to indicate that a great many more principals made suggestions and offered encouragement to teachers, than carried out the supervisory duties as listed in Table XI, page 33.

## CHAPTER VI

### TIME REQUIREMENTS FOR TEACHING AND PRINCIPALSHIP DUTIES

The long list of responsibilities which modern educational theory relegates to the principal are making more and more demands upon his time. If the principalship duties are to be handled in a competent manner, a specific portion of each day must be devoted to these duties.

The principal who is required to devote the major portion of his time to teaching cannot be expected to carry out the many duties befalling the present day supervising principal. This does not mean that the principal should be relieved of all teaching responsibility. Although the present trend is for a reduction in the teaching load, the principal, as in the case with the majority of superintendents in South Dakota, teaches one or two classes as part of his regular duties. The teaching of a class tends to keep the principal in close contact with actual teaching problems and develops a closer contact between the students and the principal. This association is essential in any democratically operated school system. The tables in this chapter point out the number of classes taught and the number of periods used in carrying out principalship duties, by the principals of South Dakota's smaller high schools.

# NUMBER OF CLASSES TAUGHT

Table XIII, shows the number of classes taught per day by the principals of both groups. The majority of principals in group B carry full teaching loads. Twenty-eight, representing 77.8 per cent of the group, teach four classes a day. Four principals in this group teach three classes a day and four, or 11.1 per cent of the principals in the group, teach five classes per day. In schools where there are just seven periods in the school day, little time is left for principalship duties.

TABLE XIII

THE NUMBER AND PERCENTAGE OF CLASSES TAUGHT  
PER DAY BY THE PRINCIPALS STUDIED

Number of classes	Number in Group A	Per cent of Group A	Number in Group B	Per cent of Group B
0	1	03.8	0	00.0
1	4	15.4	0	00.0
2	4	15.4	0	00.0
3	5	19.2	4	11.1
4	8	30.8	28	77.8
5	3	11.5	4	11.1
6	<u>1</u>	<u>03.8</u>	<u>0</u>	<u>00.0</u>
Total number reporting	26	99.9	36	100.0

TABLE XIV

PERIODS REQUIRED TO CARRY OUT PRINCIPALSHIP DUTIES  
INCLUDING BOTH THE  
NUMBER AND THE PERCENTAGE IN EACH GROUP STUDIED

Number of periods	Number in Group A	Per cent of Group A	Number in Group B	Per cent of Group B
0	0	00.0	4	11.1
1	6	23.1	21	58.3
2	11	42.3	8	22.2
3	4	15.4	2	05.6
4	1	03.8	1	02.8
5	3	11.5	0	00.0
6	0	00.0	0	00.0
7	<u>1</u>	<u>03.8</u>	<u>0</u>	<u>00.0</u>
Total number reporting	26	99.9	36	100.0

Group A shows a great variation in the number of classes taught. One principal in group A does not do any teaching, while one principal teaches six classes. Four principals teach one class per day; four, or 15.4 per cent teach two classes per day; five, or 19.2 per cent handle three classes per day; eight, or 30.8 per cent teach four classes per day, and three, one less than in the B group, teach five classes per day. The average number of classes taught per day for group A is 3.1 which is close to a full teaching load. The principals in group A have an average of

one period more per day to carry out their principalship duties, than do the principals in group B.

#### TIME SPENT ON PRINCIPALSHIP DUTIES

Table XIV, page 40, shows the number of periods required daily to carry out principalship duties as estimated by the principals. The number of periods needed by group A varied from one to seven. Six principals, or 23.1 per cent, reported spending one period per day on principalship duties, eleven, or 42.3 per cent, required two periods per day; four, or 15.4 required three periods per day, and three, or 11.5 per cent spent five periods per day on principalship duties. One principal reported spending the entire school day on principalship duties. The average number of periods used by the principals in group A was two and one-half periods per day.

The principals in group B presented a more compact picture of periods per day spent on principalship duties. Four principals in this group reported that they did not use any school periods, two of these stated that the principalship was a job in name only, and they had little or no duties. Twenty one, or 58.3 per cent, spent one period per day on principalship duties; eight, or 22.2 per cent used two periods per day; and only one principal spent three periods per day on principalship duties. The principals of the larger schools devoted considerably more time to carrying out principalship



duties than those from the smaller schools. Several principals in the smaller group stated that they completed principalship duties after school hours.

#### EXTRA CURRICULAR DUTIES

A study of the duties of the principal would not be complete without a survey of the extra-curricular duties performed by the principal. Each principal was asked to list any additional duties he might perform. Only those duties that were listed by two or more principals of either group were used in this study.

The additional duties listed involved either administrative tasks, or were directly concerned with the instruction of students. No additional supervisory duties were listed by the principals of either group. A few of the additional duties listed are actually more time consuming than the time required for teaching of an additional class. Table XV, page 43, lists the extra duties reported by the principals studied.

Over twenty five per cent of the principals in both groups are employed as either head coach or assistant coach. The coaching position is almost a full time job in itself, and combined with a teaching load, would leave little or no time for principalship work. Perhaps this explains in part the lack of supervisory work. Three principals in group A and one in group B served as full time band directors,

TABLE XV

EXTRA DUTIES REPORTED BY PRINCIPALS INCLUDING BOTH  
THE NUMBER AND THE PERCENTAGE IN EACH GROUP STUDIED

Duty	Number in Group A	Per cent of Group A	Number in Group B	Per cent of Group B
Band	3	11.5	1	02.8
Coaching athletics	7	26.9	13	36.1
Coaching plays	8	30.8	12	33.3
Class sponsor	15	57.7	18	50.0
Sponsor annual	7	26.9	8	22.2
Sponsor school paper	1	03.8	8	22.2
Vocal music	2	07.7	2	05.6
Coach declam	2	07.7	6	16.7
Student council	5	19.2	2	05.6
No other duties	<u>4</u>	<u>15.4</u>	<u>4</u>	<u>11.1</u>
Total number reporting	26	100.0	36	100.0

another job which leaves little time for principalship duties. Over fifty per cent of both groups acted as class sponsors; this often included handling the Junior-Senior Prom and Banquet. Coaching plays was listed as a duty by eight or 30.8 per cent of group A, and by thirteen, or 36.1 per cent of the principals in group B. The school annual was supervised by 26.9 per cent of group A, and by 22.2 per cent in group B. Eight, or 22.2 per cent of the principals in group B had

charge of the school paper. The student council was sponsored by five, or 19.2 per cent of principals in group A, and two, or 5.6 per cent of group B. Four principals in both groups reported that they have no additional duties beyond teaching and the principalship.

Numerous principals said that they were responsible for, selling tickets, handling concessions, acting as chaperons, serving as time keepers or official scorers at athletic contests, serving as school carnival chairman, and other activities of this type which require extra time and labor. These duties were not included in Table XV because of the vagueness of most replies.

The two groups studied averaged approximately two extra duties per principal. However, the smaller school principals in general seemed to carry the most time-requiring duties.

The additional duties listed above must be considered in addition to the teaching and previously mentioned principalship duties if a clear picture of the time required to carry out all duties is to be obtained.

## CHAPTER VII

### CONCLUSIONS

This study would seem to indicate that the majority of principals in the smaller high schools of South Dakota are overburdened with assignments not conducive to the adequate fulfillment of principalship duties. This fact seems to be especially evident in the schools having enrollments of less than one hundred. In this group the average principal must carry slightly more than the average teaching load, has a very heavy schedule of extra curricular duties, and has the least amount of time available for principalship duties. The principals in the schools having enrollments of one to two hundred have a great deal more time to devote to principalship duties than do those in the small schools. When reviewing the supervisory work of the principals in both groups it becomes apparent that the principals in a majority of schools studied did not provide adequate leadership. Some supervisory work was carried on by superintendents in the schools studied, however it definitely is a weakness revealed by this study.

The qualifications possessed by the majority of the principals in both groups met the requirements as set up by the South Dakota Department of Public Instruction. The number of principals indicating that they were doing advanced

work during the summer months may be a hopeful trend toward better trained principals. The principals in the two groups were fairly equal in years of teaching experience, but the average principal in group A has approximately two years more experience than has the average principal in group B.

Administrative duties appear to take up the greatest share of the average principals time. The clerical duty performed by the majority of the principals in both groups is the collecting and marking of report cards. Over eighty per cent of both groups performed this duty. The keeping of school records such as attendance, promotion, and permanent records was the next highest ranking. The greatest discernible difference is in the number who keep regular office hours, 76.9 per cent of the principals in group A kept definite office hours, as compared to 27.8 per cent of group B. A percentage difference of 49.1 per cent exists between the two groups. Nearly all administrative duties listed were performed by more principals in the larger group than were performed by the principals in the smaller.

From this study it is evident that supervisory duties are performed by relatively few principals in either group. This lack of performance of supervisory duties leaves much to be desired if the improvement of instruction is to be realized to the degree to which authorities in the field of education deem desirable. Obviously one important reason why more is not being done by principals in the improvement

of instruction is the lack of time. Another reason would be that supervisory duties are carried out by the superintendent and are not considered a responsibility of the principal. The number of supervisory duties performed by the principals in the larger schools is much greater than the number performed by the principals in the smaller schools.

The findings of this study in regard to teaching duties, and amount of time available for principalship duties shows that the principal in the larger school teaches fewer classes, has fewer extra-curricular duties, and has more time to spend on principalship duties. Under these conditions, the principals in the small high schools of South Dakota cannot be expected to carry out the administrative and supervisory duties associated with their position with a high degree of efficiency. A reduction of the teaching load is desirable, especially for the principals in the smaller high schools, if the important duties of the principals are to be carried out efficiently.

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## **APPENDIX**

# APPENDIX A

School \_\_\_\_\_ Principal \_\_\_\_\_

## **I. Academic and Teaching qualifications**

1. Academic training
  - a. What degrees do you hold? \_\_\_\_\_
  - b. What degrees are you now working on? \_\_\_\_\_  
 Number of semester \_\_\_\_\_ quarter \_\_\_\_\_ hours you have  
 completed toward this degree? \_\_\_\_\_
2. Number of years of teaching experience \_\_\_\_\_
3. Number of years of Principalship experience \_\_\_\_\_
4. Position held previous to present principalship \_\_\_\_\_

## **II. Administrative duties**

### **A. Organization--Are you responsible for the following items: Yes No**

1. Making up or assist in making up the daily schedule of  
 classes.....
2. Schedule of assembly programs for the school.....
3. Schedule the fire drills for your school.....
4. Direct the publication of your school paper.....
5. Schedule the use of special equipment such as visual aid  
 machines, etc.....
6. Collection and make up of report cards.....
7. Making up of eligibility lists.....
8. Selection of Officials for athletic contests.....
9. Schedule ticket takers and sellers for extra-curricular  
 events.....
10. Making arrangements for school social events.....
11. Selection and arranging of subject and teaching schedule,.....

### **B. Teachers**

1. Are you responsible for the following:
  - a. Supervising any of the following? Playground \_\_\_\_\_  
 Halls \_\_\_\_\_ Lunchroom \_\_\_\_\_ Home Room \_\_\_\_\_
  - b. Assignment of following duties to teachers  
 Playgrounds \_\_\_\_\_ Halls \_\_\_\_\_ Lunchroom \_\_\_\_\_
  - c. Promote faculty, social or recreational organization  
 in your school.....
  - d. Promote interest in professional growth among faculty.....
2. Are you consulted in the selection of teachers.....
3. Do you provide background information about the school  
 and community to new teachers.....
4. Do you take a regular turn on noon duty and hall duty....

### **C. Discipline--Do you:**

1. Have charge of all disciplinary problems.....
2. Make most disciplinary decisions yourself.....
3. Have a system of set rules of discipline used by the  
 whole school.....
4. Adjust pupil grievances and parent complaints.....
5. Make suggestions to teachers on methods of improving  
 discipline.....
6. Is discipline one of your major problems.....

### **D. Buildings and Grounds**

1. Is it your duty to inspect the school building?.....
2. If you have charge of inspection, check the frequency of  
 your inspections.

	Daily	Weekly	Monthly
a. Classrooms.....	_____	_____	_____
b. Halls.....	_____	_____	_____
c. Bathrooms.....	_____	_____	_____
d. Furnace room.....	_____	_____	_____
e. Supply rooms.....	_____	_____	_____

3. Do you have charge of the school grounds.....
4. Are you consulted in the selection of the Janitor.....
- E. Supplies--Do you:
1. Order the instructional supplies for your school?.....
2. Store and care for supplies?.....
3. Distribute the supplies to the teachers?.....
4. Keep a perpetual inventory of supplies on hand?.....
- F. Records--Are you responsible for:
1. Keeping any of the following records? Attendance\_\_\_\_  
 Grades\_\_\_\_ Promotion\_\_\_\_ Athletics\_\_\_\_ Financial\_\_\_\_
2. Preparing transcripts.....
3. Permanent records.....
- G. Community relationship--Do you:
1. Have charge of school publicity.....
2. Have charge of school announcements.....
3. Meet various community groups, join clubs and give talks.....
4. Have a system for welcoming visitors and parents.....
5. Cooperate with local P.T.A. in its activities.....
6. Keep schoolday office hours.....

### III. Supervisory Duties

#### A. Do you:

1. Observe classes in your school?.....
2. Hold conferences with the teacher after observing classes.....
3. Give demonstrations teaching lessons?.....
4. Conduct regular teachers meetings to discuss instructional methods and techniques?.....
5. Schedule intra-school visitation by your teachers?.....
6. Direct a guidance program in your school?.....
7. Provide resource material or assist teachers in finding educational materials for classroom use?.....
8. Handle the visual-aid program?.....
9. Supervise the extra-curricular programs?.....
10. Supervise the library, book purchases etc?.....
11. Issue instructional bulletins?.....
12. Select or aid in the selection of text books and material used in the classes?.....
13. Schedule the use of building facilities?.....
14. Require your teachers to prepare lesson plans?.....
15. If so, are you the person who checks these lesson plans?.....
16. Suggest educational articles for your teachers to read?.....
17. Make suggestions on methods of motivating pupils?.....
18. Make suggestions on methods of improving study habits?.....
19. Encourage teachers to experiment with new teaching methods.....
20. Make suggestions on methods or ways of improving assignments?.....
21. Provide current educational magazines and periodicals for teachers to read?.....

#### IV. Teaching Load

##### A. If you teach any classes, give the number per day\_\_\_\_\_.

1. How many periods are there in your school day\_\_\_\_\_.
2. What is the time length of each period?\_\_\_\_\_.

##### B. Give the number of periods daily required to carry out your principal duties\_\_\_\_\_.

1. Do you feel that you have enough free time to carry out your principal duties in the proper way\_\_\_\_\_.

##### V. List below any additional duties that you perform which take up enough of your time to be considered in a study of this type.

Examples of such duties would include: Coaching athletics, plays, band, vocal music, annual, class advisor etc.

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.

APPENDIX B

LETTER OF INTRODUCTION

Ethan, South Dakota

March 2, 1953

Dear Principal,

In connection with my work at Montana State University I am making a survey of the qualifications and the duties performed by principals in South Dakota high schools having an enrollment of twenty five to two hundred students.

As a principal, I am sure you will be interested in this type of study. To secure an answer to this problem, it is necessary to contact each principal and find out what duties actually are performed by him or her. In order to ascertain what your duties are, I am enclosing a questionnaire, which will take only a few minutes to check. I will greatly appreciate your return of this questionnaire at your earliest convenience.

Since you will probably be interested in what other principals are doing, a summary of the findings will be sent to you upon request.

Very truly yours

Willard J. Foerster

APPENDIX C

FOLLOW-UP LETTER

Ethan, South Dakota

April 17, 1953

\_\_\_\_\_ High School  
\_\_\_\_\_, South Dakota

Dear Mr.

I am making a detailed study of the qualifications and the duties performed by principals in the high schools of South Dakota having enrollments of twenty-five to two hundred students.

Some time ago, a questionnaire concerning the information was mailed to you, at the present time I do not have a reply from you. I am sure, that as a principal, you will be interested in a study of this type, if you would like a summary of the study, I will send it upon request. Perhaps you have mislaid your previous copy of the questionnaire, so I am enclosing another copy. I would appreciate it very much if you will fill out the enclosed questionnaire and return it at your earliest convenience.

Thank you very much for your cooperation.

Very truly yours,

Willard J. Foerster